

The American Observer

A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends.—James Monroe

VOLUME XXIII, NUMBER 10

WASHINGTON, D. C.

NOVEMBER 9, 1953

Being Patient

By Walter E. Myer

"ONE of the qualities most necessary for success in the medical field," says a doctor friend of mine, "is patience—the patience to listen to people's complaints, however trivial or baffling, and find effective cures for them."

Patience is important not only to the medical profession. It is a quality that all of us should cultivate. It can ease the stresses and strains of daily living, and it can smooth the way toward the attainment of distant objectives.

The disagreements that crop up from time to time with one's friends or members of one's family can often be resolved by a little patience. On our crowded highways, safety officials say that many accidents are caused mainly by the impatience of certain drivers. Time and again in our everyday living, patience can curb hasty, unwise actions.

Nowhere is this quality more needed than in preparing for one's life work. Too many young people are so discouraged by the long periods of training confronting them that they give up their truly desired vocational goals. To do so—solely because of impatience—is often a tragic mistake for them as well as for their nation.

Impatience plays a big part in the troublesome problem of juvenile delinquency. All young people want recognition and money of their own, and some of them turn to illegal means to acquire them. Yet with patience and perseverance they could almost certainly in time have achieved their goals in ways approved by society.

Acquiring patience does not mean passively submitting to all things as they are. Positive action is necessary to attain any worthwhile goal, but even with hard work, the task takes time. We must accept this fact, and keep forging toward our objective. When we do so, we are showing that we have learned the lesson of patience.

A story of corruption in the government of a certain city was revealed some months ago. It was shown that the taxpayers had been cheated out of thousands of dollars over a period of years. The guilty persons were sent to jail, and today the city has a clean and honest government.



Walter E. Myer

Yet if it had not been for the patience of a young newspaper reporter, the city would probably still be controlled by dishonest men. The reporter's suspicions had been aroused long before, but the evidence of corruption was well concealed. Many reporters would have given up, but this young man kept doggedly digging for facts. Three years after he set out on his quest, he was able to expose the criminal activity in the government. His patience had paid off.

INCREASED ENROLLMENTS

TEACHER SHORTAGES



OFF BALANCE. More teachers are needed for big school population.

37 Million Students

Growing American School Population Creates Serious Shortage of Classrooms and Scarcity of Teachers

AMERICA'S schools and colleges are serving nearly 37 million students during the present school year. This figure—about 2 million higher than last year's total—is the largest in history. Young people in school this season make up 23 per cent of our country's entire population.

Elementary schools account for the largest share of the big enrollment gain. They have about 1½ million more pupils this year than last. High schools, public and private, serve about 7,300,000 young people—over a quarter-million beyond last year's mark. College and university enrollment has risen by about 100,000.

The growth isn't expected to stop any time soon. Informed authorities estimate that by 1960 we shall have a school population of about 45 million—in other words, 10 million more than we had last year.

Americans generally take pride in high figures and in the setting of new records. Last August, for instance, much publicity was given to the fact that our country's estimated population had reached 160 million. We are interested when some big industry sets a new production record, or when the annual national income reaches an all-time high.

A nation's young people are its most important "product," so it is

only natural for us to be proud of our huge and growing school population. With respect to efforts in education, we rank at the top among the major countries of the world.

Besides, we have in some ways improved greatly upon our own earlier achievements. This country's population approximately doubled during the first half of the present century, but its high schools graduated over 12 times as many students in 1950 as in 1900, and its colleges graduated more than 17 times as many.

Despite these facts, numerous Americans feel that our ration—with its vast wealth—should be providing still more and better schools than are now available. According to the U. S. Office of Education, American taxpayers spent 7½ billion dollars on public grade schools and high schools last year. Though apparently a large sum of money, this was only about 2½ per cent of our country's national income, which totaled nearly 292 billion.

The fact is that during recent years we haven't provided enough new school facilities to keep up with the rapid growth in numbers of pupils. Last year we built enough schools to furnish approximately 50,000 new classrooms and this year we are providing 50,000 more. Even so, the

(Concluded on page 2)

Election Day in the Philippines

Voters of Far-Eastern Nation Will Choose President in Tuesday's Balloting

AN unusually spirited political campaign is now winding up in the Philippines. On Tuesday, November 10, voters of this Pacific republic will go to the polls. They will choose a president, vice president, and many members of the nation's lawmaking body.

Main interest centers about the selection of a president. The rival candidates are President Elpidio Quirino, running for re-election on the Liberal Party ticket, and Ramon Magsaysay, the nominee of the Nationalist Party. Carlos Romulo, former Philippine ambassador to the United States and to the United Nations, was in the race earlier as the candidate of the newly formed Democratic Party, but he withdrew several months ago, throwing his support to Magsaysay.

No matter who wins the election, the Philippine Republic will continue to cooperate closely with the United States. Both Liberals and Nationalists regard continued friendship with the U. S. as the cornerstone of their country's foreign policy. Each party is telling the voters that it would do a better job than the other in strengthening ties of friendship with our country, and in assuring further American aid.

Even though our government is officially taking a neutral position in the Philippine campaign, U. S. officials are following political happenings in the Far Eastern republic with great interest. We owned the Philippines for many years, and granted them independence in 1946. Since that time we have poured about 2 billion dollars into the islands to help them get on their feet. About two thirds of the islands' foreign trade is with us, and the air and naval bases we maintain in the Philippines are vital links in our Pacific defenses.

We helped the Filipinos set up their government, modeled after ours, and we want them to make a success of it. American observers are especially interested to see if the campaign and election in the islands are carried out in a democratic way. In the last presidential election—won by Quirino in 1949—widespread charges were made that fraud and corruption took place at the polls.

We are hopeful that there will be no such reports on this year's election. We feel that if the voting is carried out in an orderly way and truly reflects the will of the people, it will strengthen democracy generally throughout Southeast Asia where communists are making a big bid for power. On the other hand, if the Philippine elections are accompanied

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Our Schools

(Concluded from page 1)

Office of Education declares, our public schools need 345,000 more classrooms than they have today. As a result of this shortage, it is claimed, three classrooms out of every five are now overcrowded.

In some areas the overcrowding is so severe that pupils must go to school in shifts, on a part-time basis. There were about 400,000 such pupils early this year. In many cases, students are jammed into makeshift classrooms which are uncomfortable and sometimes even unsafe.

At present, the worst overcrowding is in our elementary schools. This is because their enrollment has risen the most. Elementary schools, naturally, have been first to feel the big increase in child population that our country has experienced during recent years. Soon, as those youngsters who are now in the grades grow older, high school enrollment will rise sharply.

Bad as it is, the shortage of school buildings probably is not our most serious educational problem. More damaging, no doubt, is the scarcity of teachers. The U. S. Office of Education estimates this season's shortage of qualified new elementary school teachers at about 72,000. High schools, for the time being, are not



BOTH THE INDIVIDUAL and the nation benefit from good schools

so hard-hit. But within a few years, if their enrollment goes up as expected, they will be in desperate need of additional teachers.

There are various steps that should be taken if we are to attract larger numbers of young people into the teaching profession. Especially urgent in many parts of the country is the need for higher salaries than are now paid.

The average American teacher gets a salary of \$3,400 per year. This is considerably below what a person might earn in certain occupations which require less skill and less preparation than teaching does. For the school year that ended last spring, there were nine states in which the average teacher received an annual salary of \$2,500 or less. In only three states (New York, California, and Delaware) and in the District of Columbia did the average annual salary stand at \$4,000 or more.

Teachers' salaries have risen considerably during the last dozen years. In the early 1940's, the average for our nation as a whole was about \$1,600 annually—less than half of what it is now. A large part of the

WHAT AMERICANS SPENT ON EDUCATION LAST YEAR COMPARED TO OTHER ITEMS:

AUTOS AND PARTS	\$11,300,000,000
ALCOHOLIC BEVERAGES	9,570,000,000
EDUCATION	7,500,000,000
GASOLINE AND OIL	5,900,000,000
TOBACCO	5,200,000,000
RECREATION	4,300,000,000
COFFEE	2,500,000,000

THE AMOUNT which Americans spend on education as compared with their expenditures on certain other items

gain, however, has been swallowed by increases in the cost of living.

Teaching is a hard job, and one that requires years of preparation. If we want large numbers of young people to take up this profession, we must be ready to offer them adequate pay for their services.

The task of providing enough teachers and adequate school facilities is much harder in some states than in others. During 1951, average personal incomes were between two and three times as high in our most prosperous states as in the poorest. Nearly all our public school money is furnished by state and local governments, and it naturally is more difficult for the poorer states to raise the sums which adequate schools require.

Some observers think our federal government should seek to boost educational standards by aiding the schools financially—especially those located in less prosperous states. Other people fear that such a plan might lead to excessive federal control over America's education system.

It should be noted that while the federal government has no general system of school aid, it does spend considerable money on certain special school programs. For instance, Uncle Sam makes annual grants to state agricultural colleges, and during the last few years he has spent several hundred million dollars to help expand the schools in communities where defense projects have brought a big population growth. All told, our federal government provides about 3 per cent of the money we spend on public education. State and local governments pay the rest.

Why Education Week?

Most Americans, regardless of how they want our education system to be financed, will readily agree that good schools are a necessity. But many are not fully aware of the schools' present needs. So each year, to stimulate public interest in school problems, the U. S. Office of Education and several private organizations sponsor American Education Week. The observance for 1953 began yesterday, and it will continue through Saturday, November 14.

The sponsors have announced seven special daily topics, related to the schools, that are being emphasized this week. Yesterday's topic was "Moral and Spiritual Foundations." Today's is "Learning the Fundamentals." For the remainder of the week they are as follows: Tuesday, "Building the National Strength"; Wednesday, "Preparing for Loyal Citizen-

ship"; Thursday, "The School Board in Action"; Friday, "Your Child's Teachers"; Saturday, "Parent and Teacher Teamwork." The theme of the entire week is "Good Schools are Your Responsibility."

One of the points that will be brought out during discussion of these topics is the way in which our schools are changing—not only in the number of pupils they serve, but also in the kind of work they do. Many years ago, schools taught little beyond the traditional "reading, writing, and arithmetic." Today they offer a wide variety of courses that help students to prepare for successful careers and to lead enjoyable lives.

Diversified Skills

Besides giving instruction in time-honored subjects like history and arithmetic—which are still important—the schools now teach such widely diversified skills as typing, automobile driving, cooking, scientific farming, and carpentry.

Also, one of the most important tasks for America's schools is to help students understand the complicated public problems that face our communities and our nation. Every school should train its pupils to become capable, active, and responsible citizens.

President Eisenhower apparently feels that this job needs more em-

phasis than it now receives. At a recent press conference he was asked to comment on the handful of American war prisoners in Korea who have apparently been convinced by communist arguments.

Newsmen were startled by the President's answer. He remarked that American youths, in many cases, get only a meager education as to the meaning of democracy. In view of this situation, Eisenhower said, it is perhaps surprising that there weren't even more American war prisoners accepting—at least temporarily—the viewpoints of their communist captors.

A recent Gallup Poll of public opinion provided evidence to support the idea that we should do a better job of teaching our people to take an interest in national and world affairs. The survey concerned Senator John Bricker's proposed Constitutional amendment which would put new restrictions on our government's treaty-making power.

Bricker's proposal is an important one. If adopted, it will have a far-reaching effect—for better or worse—upon the way in which the United States conducts its dealings with foreign countries. Yet only 9 per cent of the people questioned on the subject by poll-takers had ever heard of this measure.

There are many schools which make a strong effort to teach their pupils about current problems—local, national, and international. They emphasize the advantages that democracy brings, and the responsibilities that it puts upon us. They encourage young Americans to seek facts, form opinions, and take action on major public issues. Much more needs to be done along these lines, however, than is the case now.

The better our schools do their work in teaching current affairs and other subjects, the better will be our nation's chances for survival and continued growth.

Pronunciations

- Carlos Romulo—kär'lōs raw'mō-lō
- Elpidio Quirino—ēl-pē'dyō kē-rē'nō
- Manuel Roxas—mā-nwēl' rō'hās
- Mindanao—mīn-dā-nōw'
- Ramon Magsaysay—rā-mawn' māg-sī-sī

I TEACH SCHOOL

I write no poem men's hearts to thrill,
No song I sing to lift men's souls;
To battle front, no soldiers lead;
In halls of state I boast no skill;
I just teach school.

I just teach school. But poet's thrill,
And singer's joy, and soldier's fire,
And statesman's power—all—all are mine;
For in this little group where still
I just teach school
Are poets, soldiers, statesmen—all:
I see them in the speaking eye,
In face aglow with purpose strong,
In straightened bodies, tense and tall,
When I teach school.

And they, uplifted, gaze intent
On cherished heights they soon shall reach.
And mine, the hands that led them on!
And I inspired—therefore content,
I still teach school.

—Anonymous

FOR A BETTER AMERICA

NEBRASKA has long been engaged in carrying out high school citizenship programs to prepare students for their political duties.

All young people in Nebraska high schools belong to the Cornhusker Boys' and Girls' County Government, a project sponsored by the American Legion. As members of this movement, the boys and girls learn all they can about the work of the government of their county, the problems it faces, and how it meets them. The students study election practices, and they get a first-hand look at their county government in action.

Students split into two opposing groups—the "Federalists" and the "Nationalists" and they wage election campaigns. The two parties then choose their candidates. After a stiff campaign, the boys and girls of each high school vote for student-officials to fill every elective office of their county government.

On a certain day, called "Participation Day," the newly elected "county officers" meet at the county courthouse. They then fill out official oath-of-office forms, and are sworn into their new posts.

In the morning, all high school students listen to talks on the aims, purposes, and duties of their county government. In the afternoon the big moment arrives when student-officials step into the offices to which they were elected by their classmates. The regular county officials stand by to explain their duties to their temporary "successors."

Court Trial

Later in the afternoon, all students get a chance to sit in on a court trial. Sometimes this is an actual court proceeding, and at other times it is a mock trial staged by local lawyers and the county judge.

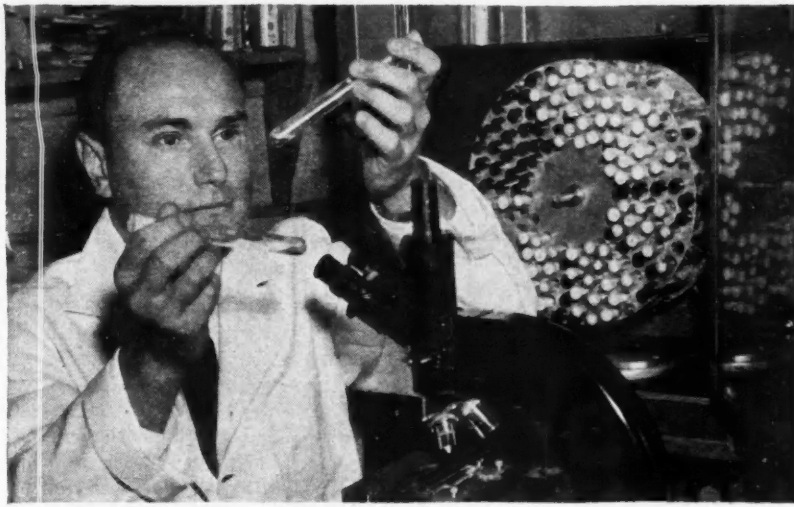
At the end of the day, each student-official reports back to his classmates. He tells about his experiences as an office-holder. Later, county government and its operations are thoroughly reviewed in the classroom.

The Cornhusker Boys' and Girls' County Government gives all high school students a chance to gain an understanding of their local government. In addition, it is estimated that at least one out of every seven students in the state gets an opportunity to act temporarily as a county official.

Nebraska's student government project was launched a few years ago in an effort to give all high school students a working knowledge of the government in their locality. Under the leadership of State Supreme Court Chief Justice Robert Simmons and the American Legion, it has been adopted by every county of the state. Since it was first set up in 1947, other states have adopted similar projects.

Opportunity

They do me wrong who say I come no more
When once I knock and fail to find you in;
For every day I stand outside your door
And bid you wake, and rise to fight and win.
—Walter Malone



PENICILLIN AGAINST CANCER? Dr. Ivor Cornman of George Washington University, Washington, D. C., (shown in his laboratory) and Dr. Margaret Lewis in 1944 found a type of penicillin that would destroy cancer cells. After first experiments, they were unable to locate the special type again. A short time ago, Doctor Cornman rediscovered it in waste materials discarded by penicillin manufacturers. Whether or not this discovery can be put to practical use in treating cancer victims is not yet known.

Science in the News

AT the Jackson Memorial Laboratory in Bar Harbor, Maine, there is an unusual school for dogs—only the dogs do the teaching and scientists are the pupils.

The dogs are put through their paces from puppyhood on—all for the cause of science. As they grow, romp, and play, as they learn simple lessons and then more difficult ones, they are teaching a group of scientists facts about behavior. From the studies, the scientists hope eventually to help human beings learn to live better with one another.

The development of behavior in dogs, as in humans, is partly a matter of hereditary genes and partly a matter of environment and training, and no two dogs or humans are alike. So the scientists at Bar Harbor are studying puppies from different genetic backgrounds, but rearing them in exactly the same way in the effort to find out the part which heredity plays in controlling behavior.

The dogs live under conditions which are designed for their best social and physical development, and are watched

and cared for much like human babies as they grow and are studied day in and day out.

★

Western Union officials in Baltimore, Maryland, are trying a new system of telegram delivery. Instead of a boy on a bicycle, the messages are being delivered by messengers in station wagons.

When a telegram is received at the main Western Union office, a station wagon cruising in the vicinity of the person who is to receive the message is signaled by radio. Then the telegram is transmitted from the central office to the spinning drum of a receiving set in the station wagon. By the time the telegram has been transmitted, the car has reached the address of the recipient, and all the driver has to do is hop out and deliver it.

The experimental system enables one messenger to deliver more than nine telegrams in an hour, and company officials say that so far the results of the station wagon system have been good.

Our Readers Say—

I feel that crime among young people often stems from an unhappy home life. Both the home and the school, I believe, should take a greater responsibility than they now do in teaching children right from wrong. Communities can also help curb crime by setting up recreation centers where young people can feel that they are a "part" of something and that people care about them.

MAY ROBERTSON,
Frederick, Maryland

★

Too many Americans seem to believe that we need high tariffs to protect our country's interests. Do these people ever stop to think that we might drive our overseas friends into Russia's arms by blocking their trade with us? If our allies can't trade with us, they may be forced to do business with the Soviets.

DORIS ALLEN,
Oregon City, Oregon

★

I believe that West Germany, not France, should be regarded by our country as the leading nation of free Europe. The former enemy country has proved to us that she is through with nazism and that she wants to become a strong democratic nation. She is trying to

do her part to help democracy in the struggle between freedom and communism. France, meanwhile, is beset by chaos and confusion.

MARGUERITE NOLTE,
Richmond, Virginia

★

Bravo for Inayat Hanum of Indonesia. He is quite right when he says the United States doesn't want all her friends to think alike on world issues. It is right and natural for free nations, which have different beliefs and backgrounds of history, to come up with different views on global problems.

NETTIE SCHAFER,
Pittsville, Wisconsin

★

I think it would be well for all Americans to look back from time to time to study an article in the September 14 issue of THE AMERICAN OBSERVER. In that issue is a "Message To Youth" by Civil Defense Administrator Val Peterson. We should urge all our friends to read it. We should also urge our local, state, and national leaders to build a civil defense system that will keep America the land of the free.

JANE JOHNSON,
Manistee, Michigan

Your Vocabulary

In each sentence below, match the italicized word with the following word or phrase whose meaning is most nearly the same. Correct answers are given on page 8, column 4.

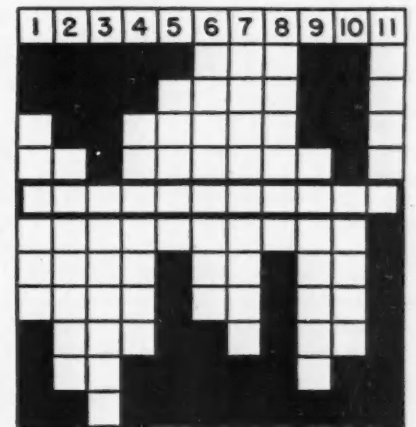
1. He was *stigmatized* (stig'mā-tīzd) as a traitor. (a) branded (b) never known (c) unwanted (d) recognized.
2. They could never agree to such *unilateral* (ū'nī-lāt'er-all) decisions (a) underhanded (b) one-sided (c) poor (d) silly.
3. The note probably contained *proscriptions* (prō-skrip'shūns) against such action. (a) remedies (b) doctor's orders (c) restrictions (d) legal protection.
4. He was attacked by *innuendos* (īn'ū-ēn'dōz). (a) newly recruited troops (b) unflattering insinuations (c) a type of insect (d) wicked politicians.
5. The new actions should end the *aspersions* (as-pur'zhuns) made by the communists. (a) injurious charges (b) interruptions (c) gains (d) plans.
6. He was overwhelmed by the *perplexities* (pēr-plēk'sī-tēz) facing him. (a) personalities (b) tasks (c) complications (d) opponents.
7. The estimates of their strength were *ludicrously* (lū'di-krūs-lī) low. (a) unfortunately (b) laughably (c) quite (d) just a little.

Farm comes from the Latin *firma*, "fixed." At first it meant a fixed payment like rent. Eventually, about the 16th century, farm became a tract of land held on a lease, and then just a tract of land.

PHILIPPINE PUZZLE

Fill in the numbered vertical rows, according to the descriptions given here. When all are correctly finished, heavy rectangle will enclose the name of a leading political party in the Philippines.

1. Capital of the Philippines.
2. A leading fruit product of the islands.
3. Official Filipino language.
4. Candidate for re-election as president of the youthful nation.
5. Largest island of the Philippines.
6. An important tree product.
7. A Presidential candidate.
8. Candidate who withdrew from the race.
9. One of the political parties.
10. A major export crop.
11. Big issue in the election campaign.



Last Week

ACROSS: Communist Russia. VERTICAL: 1. Communist; 2. Volga; 3. Kremlin; 4. Molotov; 5. Urals; 6. Malenkov; 7. Vishinsky; 8. Stalin; 9. Veto; 10. Ukraine; 11. Rubles; 12. Siberia; 13. Asia; 14. Iran; 15. China.

The Story of the Week



HAWAIIAN STOPOVER. Lee Kyung Soo, 4½, of Korea, is shown in Honolulu with his foster father, U. S. Navy man Vincent Paladino of New Rochelle, New York. They had to stop in Hawaii to await a visa which will admit the adopted lad to the United States.

Armistice Day

The fighting in World War I ended 35 years ago next Wednesday. When it stopped, people on all continents resolved to prevent another such conflict. They failed, and we were later plunged into the deadly struggle of World War II.

On November 11, which we and other Allied nations observe as Armistice Day, public leaders will make speeches on the need for peace. Perhaps you will listen to an Armistice Day talk and think: "Why commemorate a day on which World War I ended? We have fought two wars since then. At a time when we are threatened by still another and even bigger conflict, words of peace seem to have a hollow sound."

Problems connected with making an enduring peace are so complicated and discouraging that many people are tempted to give up in despair. But think of the men who fought for our nation. They didn't give up. They endured pain and danger—and some of them died—so that our country and others would have a chance to build a just and peaceful world. We should keep at the task of trying to win the peace just as firmly as American fighting men stuck to their grim job of winning victory on the field of battle.

Price Supports for Beef?

Ever since the Eisenhower administration recently turned down—for the time being at least—requests by some cattlemen for government aid, the nation has been debating this question: Should Uncle Sam try to keep beef prices from falling below certain levels through "price support" programs similar to those now in effect on wheat and some other crops? (See last week's issue of this paper.)

Those who want the government to do something about falling beef prices take this stand:

"Livestock raisers, as we know, are now getting only about half as much for their animals as they did in the spring of 1951. But farm expenses haven't dropped much since that time. Unless the government steps in to help these farmers, more and more of the nation's cattlemen will suffer such big

losses that they will be forced to quit.

"The farmers who grow wheat and certain other products are protected against big price drops by government support programs. Why shouldn't cattlemen, too, have this protection. Beef is as essential to the nation's welfare as are wheat and other crops."

Americans who take the other side on this issue argue:

"Those cattlemen who ask for government aid represent only a portion of the nation's livestock farmers. Many cattle raisers oppose price support plans because they fear it will lead to federal controls over their activities. Besides, Uncle Sam is already giving some aid to cattlemen who really need it—those who live in drought-stricken regions—by providing them with special loans and low-cost feed for their animals.

"A price support program for beef would create more problems than it would solve. It would boost prices, and high prices would lessen the eating of beef. Farmers would then find it harder to sell their cattle on the market. Moreover, such a plan would be a double blow to the taxpayer, who would have to pay the expenses of a program designed to keep his beef prices up!"

Juvenile Crime Probe

The nation is stepping up its war against crime among young people. A special congressional group—the Senate Juvenile Delinquency Subcommittee—is to start looking into the facts on juvenile crime and its causes next week. The investigators will check into crime in Washington, D. C., and other major cities across the nation.

The U. S. Children's Bureau is also lending a hand in the fight against juvenile delinquency. This agency, which is a division of the Department of Health, Education, and Welfare, works with state and local groups to look out for the well-being of children and young people.

The Children's Bureau is now teaming up with the Senate probers and with individual cities to help win the war against youthful law violators. It is advising the Senate group on young people's problems. The Bureau

is also collecting and distributing information on the successful methods some communities are using in the fight against crime.

Winter of Decision

Before the winter snows melt next spring, western leaders are likely to make the most important decisions regarding Europe's future since the end of World War II. That is the opinion of reporter Chalmers Roberts, writing in *The Washington Post*. Here, in condensed form, is what newsman Roberts has to say about this question:

This winter the free leaders of the world will have to make decisions that may either (1) bring Europe closer together or (2) stifle the European unification movement. Almost every American, and more and more Europeans favor a United States of Europe.

We want to see the fullest possible kind of European unification put into effect, beginning with the six nations which now belong to the Coal and Steel Community (CSC). Members of this group, which includes France, West Germany, Italy, Belgium, the Netherlands, and Luxembourg, have torn down trade restrictions and other barriers on the exchange of coal and steel among them.

The most important decision of the winter will have to be made in Paris. France must decide whether or not she will join West Germany and other CSC members by combining military forces under a European Defense Community (EDC). Because of longstanding rivalries with Germany and fear of German military power, France has thus far refused to give its okay to EDC. Not until agreement is reached on this proposal, though, can Europe make progress with unification plans.

Europe must act on EDC and unification soon or it may be too late. The alternative to a united Europe may be atomic destruction.

Watch Your Step!

Auto accidents happen to those who don't ride in cars as well as to motorists. That's a reminder we will be hearing now during Pedestrian Safety

Month. November is a good time for such a reminder because December is usually the worst month of the year for pedestrian accidents. All told, nearly 1 out of every 4 persons killed in traffic accidents last year was a pedestrian. About 8,600 pedestrians lost their lives and another 165,000 were injured in 1952.

So remember these rules of safety: Stop, look, and listen before you cross the street. Don't cross where you're not supposed to. If you must walk on the road, walk facing the traffic. Obey the law. The safety habits you practice may help save your life.



ARAB LEGIONNAIRE reinforcements for Jordan. More troops were sent to guard the frontier after a series of quarrels with Israel, which also has its troops ready for action.

Red Brutality

At the start of last year, the Soviets charged the United Nations forces with dumping germs on North Korea and parts of Red China. The Russian charges were thoroughly discredited after the Reds repeatedly refused to permit the UN or the International Red Cross to conduct on-the-spot investigations of the matter.

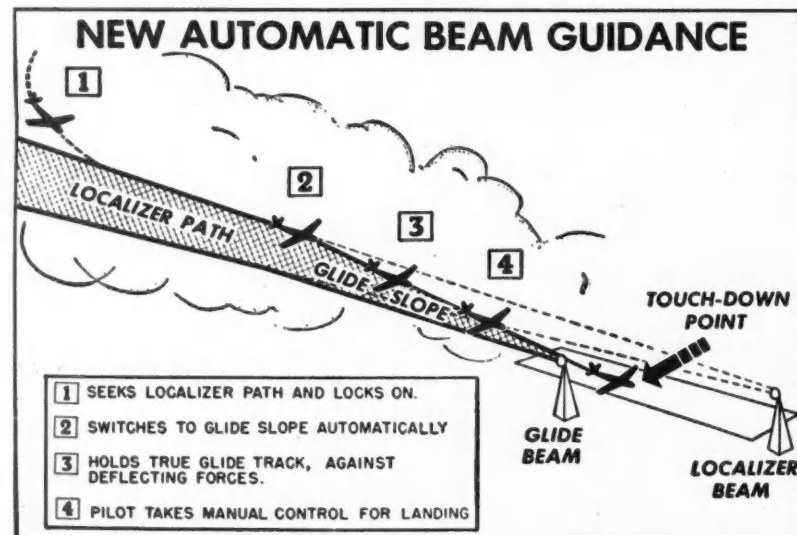
A few months ago, the communists renewed their germ warfare accusations against us. They produced statements signed by captured UN airmen in an effort to back up these false charges.

Recently, a world famous surgeon and American delegate to the UN, Dr. Charles Mayo, accused the Reds of employing brutal methods to obtain germ warfare "confessions" from captives. Dr. Mayo asked the world body to study communist treatment of these captives, and to check into the whereabouts of some captured airmen still unaccounted for.

The prominent doctor based his charges of Red brutality on a careful study of all available evidence, including interviews with UN airmen formerly held by the communists. From this information he pieced together the following grim story of how the Reds, under Russian direction, forced certain captives to sign false germ warfare charges against the United States and the UN:

Human beings were kept on the brink of death by means of slow starvation and other forms of torture. This was done for one single purpose—to make free men do what the Reds asked of them.

When the prisoners refused to "confess," they were kicked and beaten and threatened with death. At least one captive was forced to dig his own grave as a threat to make him sign the



AUTOMATIC LANDINGS? A new radio beam coupler soon may make it possible for a plane to land by itself. The coupler will head a plane into a "localizer path," as shown in the drawing above, then into a "glide slope" leading to the airport runway. Signals from ground stations "sensitize" the coupler, which automatically guides the aircraft.

bacteriological warfare "confession." This inhuman treatment went on for months at a time. It is indeed surprising that so many of our soldiers refused to do the communists' bidding.

West Berlin's Mayor

West Berlin's new mayor, Walther Schreiber, is as staunch a foe of communism as was his predecessor, the late Ernst Reuter. Formerly an assistant to Reuter, Schreiber temporarily took over as mayor of West Berlin earlier this fall. A short time ago, the German city's legislative body chose Schreiber to head their embattled community until the end of next year. Late in 1954, Berlin's voters will cast their ballots for legislative members who will choose a new mayor.

Schreiber, who is 69 years old, served in a number of public offices in Germany before Hitler's nazis took over the country in the early 1930's. The nazis expelled Schreiber from his public posts, and he retired to private life as a lawyer until the end of World War II.

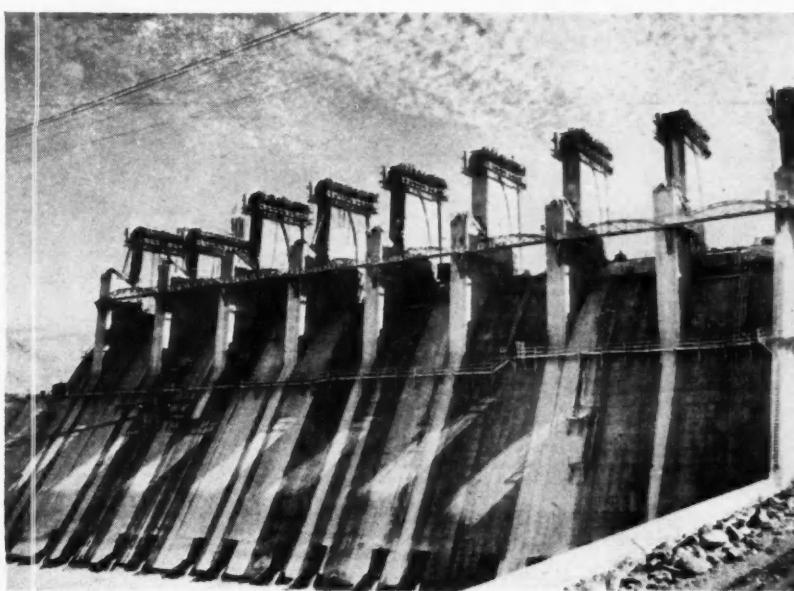
At war's end, Schreiber found himself in the part of Germany that is under Soviet control. He tried to set up an East German branch of the Christian Democratic Party—now the leading political group in West Germany—but the Reds put a stop to his activities. He was forced to flee to Ally-supervised West Berlin, which is surrounded by Russian-controlled German territory. Schreiber then won a seat as a Berlin legislator and became deputy mayor under Reuter in 1951.

Hard-Working Finns

The hard-working Finns have a big job ahead of them. They are setting out to dig new canals and build roads in the eastern part of their country.

Before World War II, eastern Finland used transportation systems that ran close to the prewar Russian border. But after the Soviets defeated Finland during that conflict, the Reds took over a slice of Finnish territory including its canals and roads.

For some time, the Finns thought Russia would allow them to use the



CHIEF JOSEPH DAM in north-central Washington State, on the Columbia River. Water is seen flowing through the lower sluices of the barrier as it begins to build up a 51-mile-long reservoir for power production in 1955. The dam will be one of the world's most important sources of hydroelectric power.

lost territory's transportation network. But the Soviets refused to do so. Many of eastern Finland's industries, meanwhile, were forced to close their doors because they couldn't get their products to market. That's why the Finns have now decided to roll up their sleeves and build an entirely new transportation network to link eastern Finland with Finnish seaports and railway centers.

Despite troubles with her big communist neighbor, little Finland is prosperous. About half of the country's four million people are industrial workers. They turn out iron, steel, and other metal products. They build ships—an industry that is now six times as big as it was in 1944. Large numbers of Finns are employed in wood-working plants.

In fact, forests represent Finland's chief natural wealth. About three fourths of the land's 130,162 square miles of territory are covered with spruce, pine, and other valuable trees. Lumber, pulp, paper, and prefabricated houses are leading exports.

The Finns are proud of their schools, and they have a right to be.

Finland is one of the few countries in the world where it is almost impossible to find an adult who cannot read and write. All persons between 7 and 15 years of age must attend school.

In South America

Peru is getting ready for a uranium boom. Important deposits of this mineral, used in producing atomic energy, are being discovered in the South American land. The mountainous country already earns a big share of its income by selling lead, manganese, tungsten, zinc, and other minerals abroad. The development of its uranium deposits is expected to bring new wealth to Peru's 8½ million people.

Colombia is looking for "homesteaders" to move into fertile areas in the interior of the country. Colombia's government recently set up a special agency to help poor natives as well as families from other countries get started as farmers on unsettled lands.

Argentina's sheep ranchers are waging an all-out war against an unwanted invader. They are trying to stop the onward march of hundreds of thousands of rabbits which have already eaten everything in sight in the southernmost tip of Argentina and in nearby Chile. The ranchers are using dogs, gas, and shotguns to rout the destructive rabbits.

Be Careful with Fire

"Break your match before throwing it away. Take every precaution you can to prevent forest fires when building a camp fire." That is the advice state and national forestry officials are giving to Americans this fall.

It won't be until next January or February that the Department of Agriculture's Forest Service will have the complete story on the nation's 1953 losses from forest fires. Last year, over 14 million acres of forests and woodlands were charred by fires! That amounted to some 4 million acres more than was destroyed in 1951.

Because of the long summer and autumn dry spell in many parts of the country this year, foresters fear that we may chalk up a worse fire record in 1953 than we had in 1952. Large areas of the nation, particularly in

eastern, southern, and central sections of the country, have already lost many thousands of acres of woodlands to raging fires. In fact, preliminary Forest Service figures indicate that destruction of forests by fires this year is running ahead of 1952.

Office of Education Chief

Dr. Samuel Brownell, who is to take over as the nation's Office of Education chief next week, will feel right at home in his new post. He has had many years of experience working with teachers and their problems.

Born 53 years ago in Nebraska, Brownell, brother of U. S. Attorney General Herbert Brownell, is the son of a university professor. After graduating from the University of Nebraska, Samuel Brownell left his home state to study for advanced degrees in education at Yale University.

For nine years, beginning in 1927, the educational leader served as superintendent of Grosse Point, Michigan, schools. Later he became professor of education at Yale. During the past six years, he has been president of the New Haven, Connecticut, State Teachers College in addition to his Yale teaching post.

The U. S. Office of Education is a branch of the Department of Health, Education, and Welfare, headed by Mrs. Oveta Culp Hobby. As chief of the educational office, Brownell and his helpers will collect and distribute information on schools and school activities.



LEADING EDUCATOR. Samuel Brownell is the new U. S. Commissioner of Education.

ties, supervise the government's programs for giving aid to schools, and direct our student and teacher exchange programs with other countries.

Next Week's Articles

Unless unforeseen developments arise, next week's major articles will be (1) foreign trade; and (2) Middle East, including the Jewish-Arab conflicts.

An Indian fable says that a mouse was in constant distress because of its fear of the cat. A magician took pity on it and turned it into a cat. Immediately it became afraid of the dog. So the magician turned it into a dog. Then it began to fear the tiger. So the magician turned it into a tiger. Immediately it began to fear the hunter. Then the magician said, "Be a mouse again. You have only the heart of a mouse and I cannot help you."—Thomas H. Warner.

THE LIGHTER SIDE

Sooner or later every woman must make a choice between motherhood and a career—should she give the cereal box top to Junior to send for a death-ray gun or keep it herself and enter the \$10,000 essay contest?

Merchant: "When I was a boy, my greatest ambition was to be a pirate." Customer: "Congratulations!"



"You can't miss our house. It's the only one in Oak Heights without a television antenna."

A teacher asked her class to tell the meaning of the word "budget." One little boy replied: "It's a family quarrel."

Dum: "Say, tell me, which is the other side of the street?" Dim: "Why, the other side is over there."

Dum: "Funny thing. That's what I thought. But I was over there and asked a lady, and she said it was over here."

Customer (to tailor): "I warn you that I won't be able to pay for this suit for six months."

Tailor: "That is perfectly all right." Customer: "When will the suit be ready?"

Tailor: "In six months."

Bill: "I can't imagine what Joe does with his money. He was short yesterday and he is short again today."

Fred: "Is he trying to borrow from you?"

Bill: "No. I'm trying to borrow from him."

Philippines

(Continued from page 1)

by fraud and violence, it will give democracy a black eye in that part of the world.

Playing a big part in the campaign are the personalities and records of the rival presidential candidates. A shrewd and resourceful politician, the 63-year-old Quirino is a lawyer who has spent most of his life in government service. During World War II he was captured by the Japanese and imprisoned for his underground activities. The Japanese killed his wife and three of his children.

Quirino was vice president of the Philippine Republic in 1948 when President Manuel Roxas died. Quirino filled out Roxas' term, and then in 1949 was elected to a full four-year term. Since the Philippine constitution limits a president to eight years in office, Quirino will—if he wins again this year—either have to resign in 1956 or have the constitution changed to permit him to fill out the term.

Opposing Quirino is a husky, energetic man of 45 who has attracted a large following in the past few years. A mechanic by trade, Ramon Magsaysay took part in the Philippine underground movement against the Japanese invaders during World War II and later served in his country's national legislature. In 1950, Quirino appointed him Secretary of Defense.

Magsaysay thoroughly reorganized the Philippine army which was weak and often corrupt. He then set to work to deal with the Huk—a communist-led group of rebels who were posing a serious threat to the government. Combining firmness and generosity, he captured many Huk leaders and induced others to surrender.

For the fanatical communists,



ON A MAIN STREET IN MANILA, traffic is bustling. Note that the jeep is a popular vehicle.

Magsaysay showed no pity, but for the many poor farmers who had entered the Huk movement in the hopes of bettering their miserable lot, he showed leniency, offering them good treatment and land of their own. He also directed the army in policing the congressional elections of 1951 which, it was agreed, were the cleanest in Philippine history.

Last spring Magsaysay resigned his post. He felt that Quirino was not taking action needed to eliminate the conditions that lead to commu-

nism. Thereupon, Magsaysay left the Liberal Party and joined the Nationalists. He was then nominated for president to oppose his former boss, and has been carrying out the most vigorous political campaign ever seen in the Philippines.

The views which the Nationalists are putting before the people may be summarized as follows:

"Quirino's administration has been riddled with graft and corruption. Prominent figures in the government have been involved in shady deals involving U.S. war surplus property and entry permits for war refugees from China. Through favoritism, a small group has evaded taxes and has grown rich.

"Quirino's administration has not really grappled with the problem of bettering living conditions for the masses of the people. In fact, it represents the well-to-do, landowning group that has a stranglehold on the island's agriculture and industry.

"As Secretary of Defense, Magsaysay showed that he possesses energy, integrity, and ability. As president, he would not tolerate the graft that has gone on in recent years. Moreover, he would take prompt action to solve the nation's social and economic problems."

Here are the campaign arguments which the Liberals are advancing:

"The Quirino administration has accomplished a great deal during a critical period, and deserves to be kept in power. It has rebuilt war-devastated areas, checked inflation, and boosted minimum wages for both farm and industrial workers.

"Magsaysay's experience in government is very limited, while Quirino has extensive knowledge of government and politics, acquired after years in public office. In short, Quirino and his assistants have the 'know-how' which is so essential to the Philippines' development.

"It should be remembered that it was Quirino who appointed Magsaysay as Secretary of Defense and instructed him to check the Huk. It

was Quirino who ordered Magsaysay to keep order in the elections of 1951. Therefore, these steps should reflect credit not so much on Magsaysay as on his commander-in-chief, Quirino."

For the two presidential candidates, November 10 will mark the end of a long, tiring campaign. But for the winner it will afford no relief. He will immediately face tough problems that demand solution if the Philippines are to become a strong, healthy partner among the free nations.

The fact is that conditions are not good in the Philippines, even though the Huk's have been curbed and some progress has been made along other lines. Poverty is widespread, and unemployment is high. The average Filipino is worse off than he was before World War II.

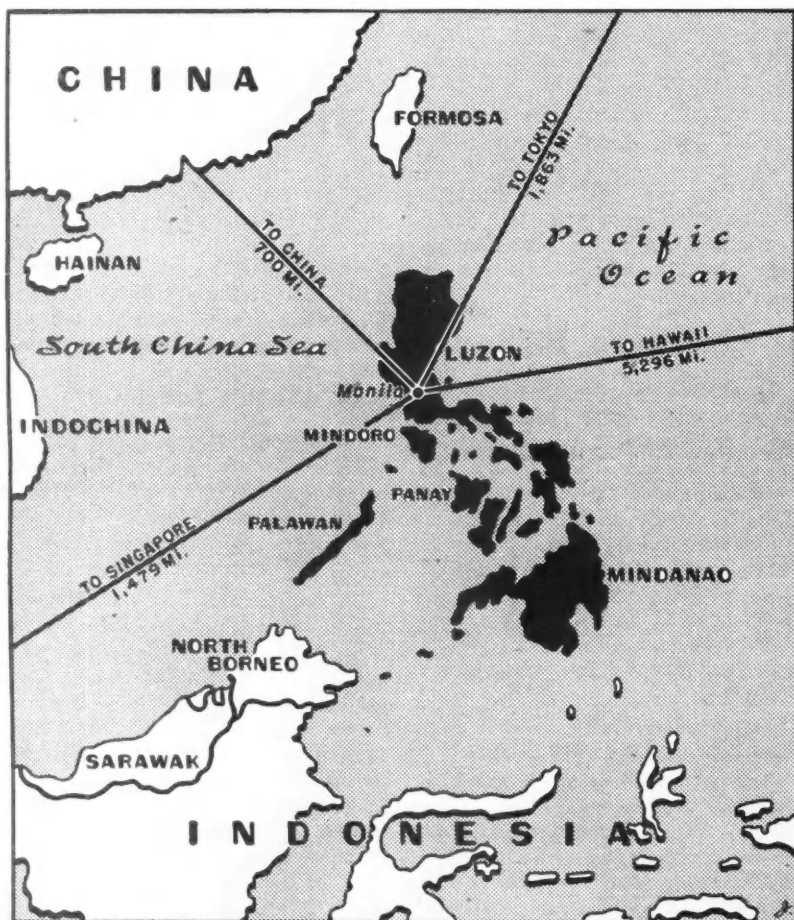
Underlying these troubles is the land problem. Three quarters of the Philippines' 21 million people live outside the cities. They make a living on the land, raising rice, sugar cane, or other crops. Yet so small are their farms that most farmers do not raise enough to support their own families.

Land Distribution

In few countries in the world is land distributed more unequally than in the Philippines. A great many farmers own no land at all, while numerous large estates are owned by well-to-do city people. In certain of the most fertile farming areas, about 3 per cent of the people own 98 per cent of the land. What this means is that most of those who actually work the land here and in numerous other areas are tenant farmers.

A survey carried out by American officials shows that the average tenant farmer in the Philippines has a net income of about \$183 a year and family expenses of \$313. The landlord usually collects about half of the crops grown by the tenant. Many farmers are in debt most of their lives to their landlords and to local moneylenders.

The result is that many farm people toil away in the fields year after year,



THE PHILIPPINES are made up of 7,083 islands. The largest, Luzon, is about the size of Ohio, but many are less than a square mile in area. Manila, with a population of more than a million, is the largest city. Government offices are in Manila now, but a new capital, Quezon City, is being built nearby.

weighed down by debt, without any hope of bettering their lot. It is in such areas that the Huks have had the most success. This communist-led group tells the farmers: "Join us, and we will seize the land from the landlords and divide it among you." For many a farmer, the Huks have seemed to offer the only way of escaping their debts.

How can the land problem be solved? One approach would be to allow the tenant farmer to keep a larger share of his crops. In fact, a law was passed several years ago, giving the farmer the right to keep 70 per cent of what he raises. The law, though, has not been enforced. Most farmers do not dare to complain, for they fear that they will be ousted from the land by their landlords.

A second possible solution is to resettle farmers on unused land. This program has been followed with limited success in recent years. Some of the former Huks have been transported from crowded Luzon to the southern island of Mindanao.

Resettlement has helped, but it can by no means completely solve the land problem. The total area of the Philippines' 7,083 islands is only about the size of Arizona, and there are hundreds of thousands of farmers who lack sufficient land. Only a small amount of the total land is available for resettlement.

U. S. authorities who have studied the land problem feel that a variety of steps may be needed. Some have advocated that large estates, of which there are many, be bought by the government and then sold to tenants over a long enough period of time so that they can pay for them. It has been recommended, too, that the rent for land be not more than 25 per cent of the harvest, and that the law be enforced. These latter steps have been opposed by the present ruling group.

The land problem is at the bottom



Quirino

Magsaysay

of many other troubles which the Philippines are experiencing. So long as the farmers live in misery, there will almost certainly be social unrest which the communists will exploit to the utmost. Foreign trade needs to be increased, yet the principal exports—copra, sugar, and hemp—are all farm products. Their production is not going to increase much so long as farmers face such a hopeless situation.

Nor is industry going to thrive so long as wealthy Filipinos invest their money in land, as is now the case, rather than in factories. They do so because they get a big return on their investment—at the expense of the poor tenant farmers.

U. S. officials are hopeful that the winner of Tuesday's election will tackle the land problem in a vigorous, forthright way. Not until the masses of the Filipinos can make a decent living will we be able to bank on the Philippine Republic as a strong ally in the Far East.



THE CARABAO is the work animal on farms in the Philippines

The Philippine Scene

City Life Is not Unlike that in United States in Many Ways, but There Are Big Differences in Farming Areas

HOW do Filipinos live in their islands of high mountains, thick forests, and narrow agricultural plains? The answer depends on which Filipinos you have in mind.

In Manila, home to more than a million people and the largest city in the Philippines, you may find much to remind you of our own metropolitan areas. People dress pretty much as we do in warm climates. Taxis, buses (often on a jeep chassis), and private automobiles crowd the main streets. Along the streets are modern office buildings, government bureaus that resemble those in Washington, D. C., apartment houses, movies, and shops.

In the shops may be found most American-made products that you are likely to need. You may also buy table mats woven from bamboo stalks, embroidery, or ornamental dishes and other souvenir pieces that the Filipinos fashion from coconut shells. It's not hard to find a restaurant that will serve a steak, or one of the tasty native rice dishes.

Not all of Manila is pleasant, of course. Much of the city was destroyed during World War II, and rebuilding is not yet complete. Many apartments and homes have been built, but there still is a severe housing shortage. Many of the city's poorer workmen live in makeshift huts. Wages are low, as little as \$1.50 a day, and most of the city's population has a hard time making ends meet.

Their Languages

The differences that are most apparent between Manila and, let's say, Kansas City, Missouri, are likely to be those of language. A great many Filipinos speak English, so an American has no difficulty in getting around. This is to be expected, since the country was part of U. S. territory for many years—until it became fully independent in 1946. One also hears a lot of Spanish—a reminder that Spain ruled the Philippines for 350 years before we obtained them in 1899 as a result of the Spanish-American War.

But Americans also will hear strange languages, for at least 87 different dialects are spoken. Very probably the one that you hear in Manila will be Tagalog, which is the official lan-

guage of the Philippine government.

In the country, where most people live, we find varied Filipino crops—such as coconuts and abaca (hemp) plants—along with sugar, bananas, oranges and other citrus fruits, and rice.

The rice farmers usually live in huts of bamboo, or wood from coconut trees, with thatched roofs. The homes are raised off the ground with stilts, to keep them above the water that floods the rice fields. The farmers work in shorts or other loose clothing and wade, barefooted, through the fields.

Main Food

Rice is the chief food of the country. At harvest time, the farmer sets aside a part of the crop for family food and sells the rest to try and pay his rent. He's almost always in debt, though, for his farm is only a few acres in size. He can almost never grow enough to make a profit.

Workers on sugar plantations, which may be thousands of acres in size, are a bit better off. Owners of these big estates have, in many cases, built sturdy homes for their employees, along with churches and schools.

The coconut is one of the leading agricultural products in the Philippines. Leaves and lumber of the coconut tree are used for building homes. Fibers from husks that cover the coconut are woven into mats and rugs. The milk-like liquid is a tasty drink. The white meat that lines the coconut shell is nourishing food. Large amounts of it are dried and sent to the United States as an oil for making oleomargarine and fine soaps.

The abaca (hemp) plant is another important crop. The plant looks something like a banana plant. Fibers of the stalks are used to make rope, fishing nets, carpets, and other articles.

Education is making rapid progress in the Philippines. Young people get seven years of elementary education, after which they may go to high school. Vocational studies are emphasized. There are many agricultural schools and seven universities. School attendance has doubled in the past dozen years, and is increasing. Swimming, baseball, and basketball are favorite sports.

SPORTS

WHO will be the nation's outstanding college football player this year? It is, of course, too early to attempt to answer that question. A great deal can happen in the games still remaining to make or to break the reputation of any player. However, on the basis of play through October, one athlete who is very much in the running for the season's top gridiron honors is Johnny Lattner of the University of Notre Dame.

Lattner is one of the stalwarts of the Notre Dame eleven which, through the first half of the season, was rated as the nation's number one college football team by most U. S. sports-writers. The Notre Dame halfback made every All-American team a year ago, and his admirers are predicting that he will repeat that performance this fall.

This is Johnny's third year on the Notre Dame varsity. In both his sophomore and junior years, he played more minutes than anyone else on the squad. The new college rule which permits fewer substitutions than in the past has not bothered Lattner in the least. He has always been a genuine "two-way" player, staying in the lineup on both offense and defense.

As a ball carrier, the sandy-haired halfback does not have exceptional speed, but he has a lot of drive. He seems to play his best against Notre Dame's toughest opponents. During his college career, he has averaged a gain of five yards each time he has carried the ball. He also does the kicking for the South Bend, Indiana, college. An alert defensive player, Lattner has always been one of his team's top men in recovering opponent's fumbles.

Coach Frank Leahy of Notre Dame states that Johnny is the best all-round player the university has had in a number of years. "The thing Johnny likes to do most is tackle—a sure sign of a real football player," says Leahy.

The star halfback comes from Chicago. At Fenwick High School in Oak Park, a Chicago suburb, he captained both the football and basketball teams. He played end for two years in high school, but in his senior year moved into the backfield and was chosen for the All-Illinois high school eleven.

At Notre Dame, Johnny is taking a commercial course. His grades are good, and he hopes to become an accountant. Before he can turn to that, though, he will probably spend some time in the U. S. Air Force.



JOHN LATTNER of Notre Dame, one of our nation's leading football players

Careers for Tomorrow - - We Need Teachers

HOW would you like to step from today's classroom as a student into tomorrow's classroom as a teacher? Many young people have just such a plan and, if they are properly qualified, they will have enjoyable, useful careers.

Your duties, if you become a teacher, will be to instruct your students in one or more subjects, help direct various activities at your school, and advise students on their problems.

Your qualifications should include patience, tact, understanding, and a real interest in and liking for young people. In addition to these qualities, you must have a thorough knowledge of the subject matter you are to teach.

Your preparation will depend upon the kind of school in which you plan to devote your efforts. For both elementary and high school teaching, you will need four years or more of college work. Prospective elementary instructors should concentrate on child psychology and on how to give instruction in fundamental subjects such as reading, writing, and arithmetic. Those of you training to be high school teachers will specialize in and teach subjects most interesting to you.

College and university teachers, like those in high school, give instruction in their field of specialization. To advance in this work, however, it is usually necessary to have a Ph.D. degree, requiring three or four years' study in addition to the regular four-year college course.

Salaries for teachers vary. Beginning teachers in rural areas may earn as little as \$1,500 a year. In the larger cities, incomes range from \$3,000 to \$6,000 or more annually for experienced personnel. Salaries for most college instructors vary from \$2,400 to \$8,000 a year.

Advancement and promotions may



TEACHING is a career of service

come to teachers in a number of ways. In the public schools, supervisory positions are open to them. In colleges and universities, teachers may become department heads or go into administrative jobs.

Advantages include the satisfaction of realizing that no other occupation is more important than this one. Teachers have the vital responsibility of helping to develop the abilities, personalities, and characters of tomorrow's political leaders, scientists, in-

dustrialists, labor leaders, and people in all other walks of life.

While salaries are low as compared to those in professions requiring comparable training, it is easy to get a teaching position in almost any part of the country, and will probably be for many years to come. Moreover, the salary situation is improving in a number of cities and states throughout the nation.

Disadvantages are (1) the relatively low incomes in many parts of the nation, and (2) the large amount of overtime work which teachers must do in addition to their regular school schedule. The grading of papers and the directing of outside school activities often make for a long work day. By your own observations and by talking with teachers, you should be able to decide whether you think this is a good field for you to enter.

Additional information may be obtained from your teacher or principal. You can also get material on teaching by writing to the Future Teachers of America, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

Chain reaction is popularly associated with the atomic bomb, but it is no less gigantic a force in your daily life. Every word you speak, every action you perform sets up a chain of reaction that can end in a damaging explosion, or in a shower of blessings.

—HAROLD S. KAHN

Historical Backgrounds - - School Progress

GETTING an education (see page 1 article) was not easy in colonial times, or for a good many years after we had won independence and become the United States. Schools were few in number in heavily populated areas, and there were none at all in some parts of the country.

Young people often received an elementary education at home, with one of the parents or a traveling schoolmaster acting as teacher. George Washington, so one story goes, was taught by a family servant—who had once been in prison in England for debt. Another story is that young George briefly attended a school near his home. At any rate, he learned to handle mathematics, to read and write before he was 14—when he went to work as a surveyor.

Southern farmers sometimes supported an elementary school for the young people in buildings on their plantations. New England had the "little red schoolhouses," which other parts of the country also adopted. In early frontier days, western pioneers often built log cabins or shacks of dried sod for school buildings.

Early school terms usually lasted only two months. The boys went to classes during the winter, and had the spring, summer, and fall free for work on the farm or in town. The girls went to school during the summer.

Teachers frequently were students for the ministry, who hoped to earn enough by teaching to pay their way through college. In New England, it was customary for a neighborhood to pay the teacher a small amount of money as salary, plus food and room. The teacher would stay with families

who had children in school—moving from one house to another during the term, so that each family provided a share of the maintenance.

The early teacher did not have a very easy life. He often had to walk five miles on dark, cold winter mornings to the schoolhouse, and then build a fire and clean the classroom before he could start teaching.

Textbooks were scarce, even as late as 1800, in certain areas. About the only subjects were the three R's—readin', 'ritin', and 'rithmetic. Many young people didn't go to school at all. The education of those who did usually was considered complete when they had learned the elementary subjects (and girls had learned, in addition, something about cooking and sewing).

Well-to-do parents, especially in colonial times, sometimes sent their children to school in England. Some boys, after getting an elementary education, went on to church schools or academies. A few went to Harvard University or another of the 10 schools of higher learning that were founded before the Revolutionary War.

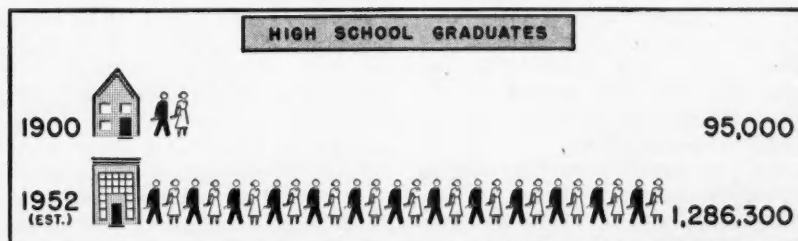
Latin and Greek were emphasized at the early universities. There was little

teaching of science, and doctors often got their training by serving as apprentices to older, well-established physicians.

Education depended largely upon the decisions of individual communities, for there was no real school system in early America. Connecticut, as a pioneer, passed a law in 1813 directing that all of the many thousands of children working in factories be taught to read and write. A school system thus got under way.

Horace Mann, a young lawyer in Massachusetts, did a great deal to advance the idea of education for all. He traveled by horse throughout the state to campaign for a compulsory education law. Massachusetts adopted one in the 1850's. It required everyone between the ages of 8 and 14 to go to school—but only for 12 weeks in each year.

Slowly the idea of free, public education spread throughout the United States. Educators, labor leaders, welfare workers, and, in general, almost all Americans worked for schools that could offer everyone an education. Their efforts laid the foundation for the vast network of public schools we have today.



NUMBER of high school graduates for two years—half a century apart

Study Guide

U. S. Schools

1. Approximately how many students are attending our schools and colleges during the present school year?
2. How much did the taxpayers spend last year on public elementary and high schools?
3. Describe the shortage of classrooms. Is it now most severe for the elementary schools or for the high schools?
4. According to the U. S. Office of Education, how large is this year's shortage of qualified new elementary school teachers?
5. What is the present yearly salary of the average American instructor? Discuss the relationship between pay rates and the scarcity of teachers.
6. What is the purpose of American Education Week?
7. Why is political citizenship training so important to our democracy?

Discussion

1. It has been said that two major responsibilities of schools are to prepare students for vocational life and for their political duties in a democracy. Do you feel that you are receiving good training along these lines? Explain.

2. Do you or do you not believe that the federal government should play a larger role than at present in financing our schools? Give reasons for your answer.

Philippines

1. Who are the rival presidential candidates in the Philippines?
2. Why are U. S. officials interested in the Philippine campaign and election?
3. Describe the Liberal candidate and give the arguments that his followers are putting forth.
4. Give the background of the Nationalist candidate. What arguments are the Nationalists using in the campaign?
5. Describe the land problem in the Philippines.
6. What steps has the government taken to solve it?
7. How do U. S. authorities feel that the problem should be attacked?
8. In what ways does failure to solve the land problem intensify troubles concerning the Huks, foreign trade, and industry?

Discussion

1. On the basis of your present knowledge, which candidate would you favor if you could vote in the Philippine election? Why?
2. What steps would you recommend for solution of the land problem? Explain.

Miscellaneous

1. Briefly give the pros and cons on the question of price supports for beef. How do you stand on this issue?
2. What is the purpose of Armistice Day?
3. When does the Senate Juvenile Delinquency Subcommittee go to work on its investigation of youthful lawbreakers?
4. What are some of the rules of safety which all pedestrians should observe?
5. Who is Dr. Samuel Brownell and why is he in the news?
6. Why does Chalmers Roberts, writing in *The Washington Post*, say we are faced with a "winter of decision"?

References

"Back to School—and a Bigger Jam," *U. S. News & World Report*, September 4, 1953.

"Is Democracy Dying in the Philippines?" by Robert Sherrod, *The Saturday Evening Post*, October 3, 1953.

Answers to Your Vocabulary

1. (a) branded; 2. (b) one-sided; 3. (c) restrictions; 4. (b) unflattering insinuations; 5. (a) injurious charges; 6. (c) complications; 7. (b) laughably.